

Pre-Conference Program



Evaluation in K-12 Online Learning

Virtual School Symposium 2011

Organizers & Presenters

- **Tom Clark**, TA Consulting
- **Elizabeth Oyer**, EvalSolutions
- **Ronda Eshleman & Mary Brabson**, Indiana Online Academy
- **Joe Cozart**, Georgia Virtual School /Georgia Dept. of Education
- **Liz Pape**, VHS Inc.



Agenda



8:00 am	Overview & Introductions
8:20 am	Presentation 1: Identifying Needs/Goals <i>Small groups: what do we want to know?</i>
9:20 am	Break
9:30 am	Presentation 2: Defining Outcomes <i>Small groups: measuring your success</i>
10:30 am	Break
10:40 am	Presentation 3: Conducting Evaluations <i>Unanswered questions & evaluation barriers</i>
11:40 am	Open-ended discussion and wrapup

Definitions

- **What is program evaluation?**
 - Evaluation is the systematic assessment of the worth or merit of a program (Trochim, 2006*)
- **What is outcomes-based planning and evaluation?**
 - A systematic way to plan student-centered K-12 online programs, and measure whether they achieved their goals.
 - Goes beyond documenting what you did; allows you to measure what difference you made in student's lives

* www.socialresearchmethods.net/kb/intreval.htm

Pre-Conference Wiki

<http://vss2011.wikispaces.com>



To enter preconference wikispace:

- Click on "Pre-Conference Sessions"
- Click on "Evaluation in K-12 Online Learning"

Click on "Presenter Materials" to see presentations

Why Do Evaluation?



Developmental

- To inform program development and beta testing

Formative

- To get feedback for improving the ongoing program
- To determine progress toward stated goals and standards

Summative

- To justify the program for stakeholders
- To make a value judgment about the merit or worth of a program

Why Be Outcomes-Based?

Planning

- Starting with your desired outcomes lets you plan your program around the changes you intend to make in student's lives
- Helps you decide if the program will contribute to the program's mission

Evaluation

- Clarifies what difference the program could or should make in students (or other participants)
- Allows you to decide what success will look like, and how to know if you have succeeded





Pre-Conference on Evaluation

Indiana Online Academy

Ronda Eshleman and Mary Brabson



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Part 1: Mission, Goals & Activities

Indiana Online Academy



- Non profit, self funded
- Supplemental Program
- Supports School's Goals
- Over 8500 students in the state of Indiana and growing
- School Awards the Credit
- NCA Accredited
- NCAA Approved
- College Board Certified

Indiana Online Academy

- Flexible Monthly Enrollment
- Over 55 Courses – Adding New Courses Yearly
- Credit Recovery
- AP Courses
- Dual Credit
- Homebound Students



IOA's Mission

To provide students with the means to earn high school credit, through the delivery of dynamic, engaging, standards-based curricula

■ We will:

- Infuse 21st Century Skills for each student in all IOA classes.
- Provide academic challenges for each student.
- Use a variety of teaching strategies to motivate each student to successfully master standards.
- Give each student an equal opportunity to learn.
- Assist each student to assume responsibility for personalized learning.
- Provide each student with highly qualified, licensed teachers for every class.
- Provide a high-tech environment with the means for frequent, personalized contact between the teacher and each student.



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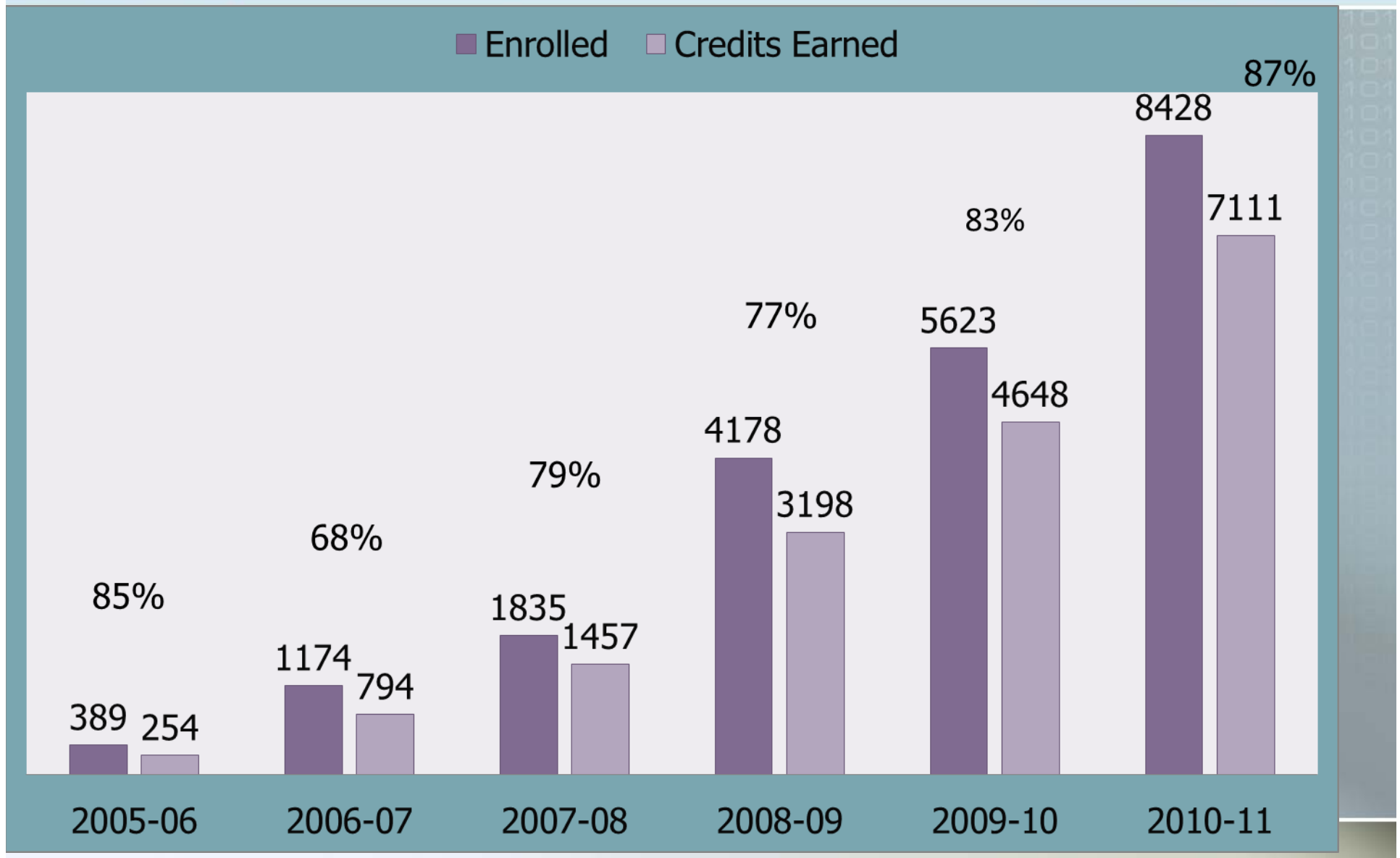


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IOA Growth Chart





- State DOE program started in 2005
- Over 13,000 enrollments per year (~10,000 state funded)
- Free credit recovery program serves over 12,000 students per year
- Free blended learning pilot this year with over 4,000 students
- Free full course content available at gavirtualllearning.org

Student Performance

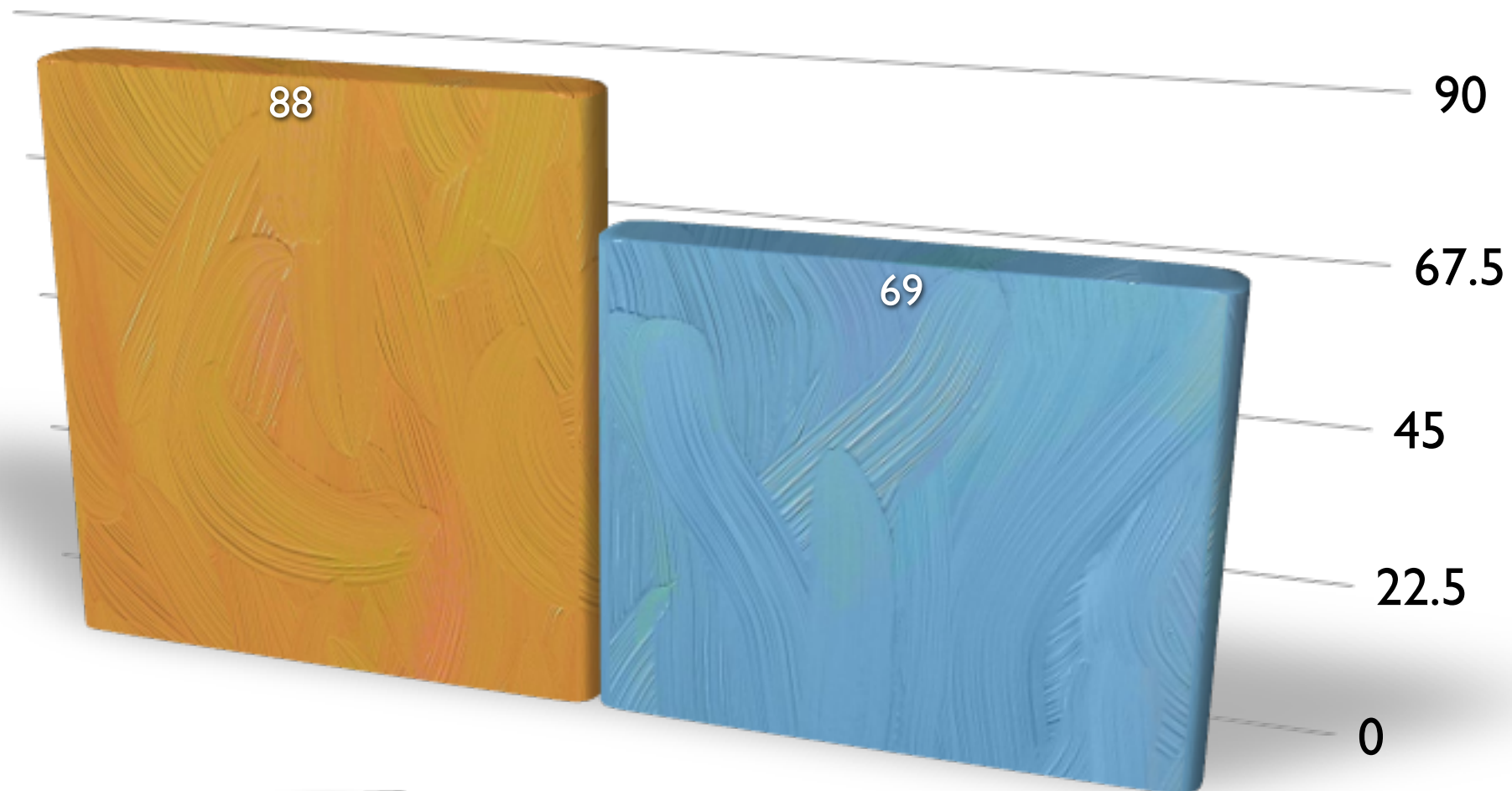
Georgia End-of-Course Test Pass Rates



GAVS

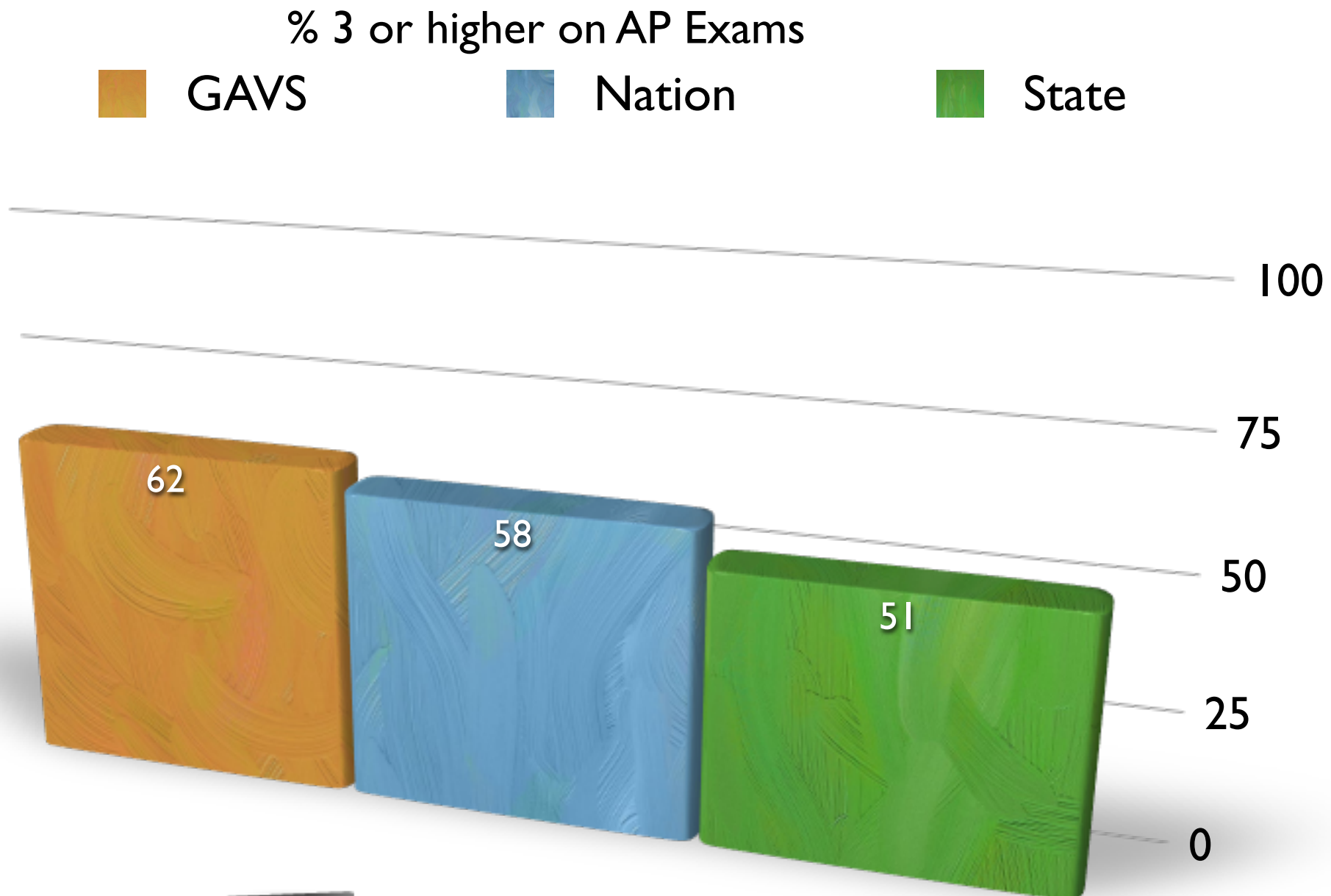


State



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Student Performance



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Student Performance

21st Century Skills Assessment



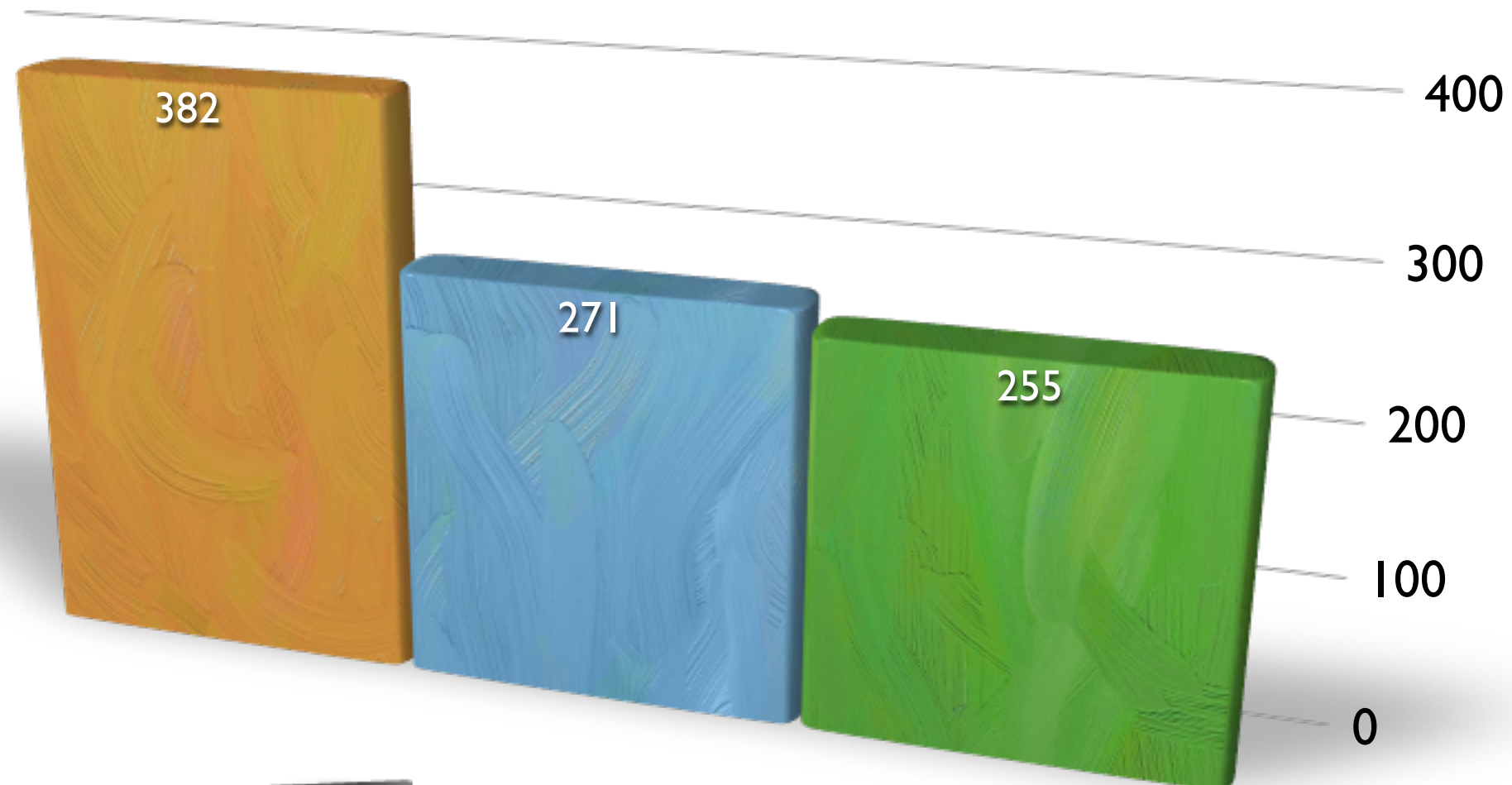
GAVS



Nation



State



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Pre-Conference Program

Selecting evaluation methods &
formulating evaluation questions



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What is your role in making these decisions?*

- *Guide choices of methods*
- *Judge credibility of evidence and validity of overall evaluation*
- *Become a knowledgeable partner in the use of the evaluation results*

Patton, M.Q. (2008). *Utilization-Focused Evaluation, 4th Edition*. Sage: Thousand Oaks.

Core questions in designing your evaluation:

- *What?* What do we want to find out?
- *Why?* Why do we want to find that out?
- *When?* When do we need the information?
- *Where?* Where should we gather information?
- *Who?* Who is the information for and from whom should we collect the information we need?



The Importance of Goals

- Clear, specific, measurable goals are the foundation of all effective evaluations (regardless of model).
- Clarifying goals and intended outcomes can be an arduous but beneficial process.
- Activities today are a great introduction to a process you can continue with your stakeholders and partners.

Small Group Work Session 1

What does your organization do?

- *What is your organization's **mission**?*
- *What are its three main **goals**?*
- *What **program activities** do you carry out to meet each of these goals?*

Handout: *Evaluation Action Plan Template*
(Tom Clark, Susan Lowes, & Elizabeth Oyer)

Small Group Work Session 1

What are your needs and interests?

- What are your *evaluation needs and interests* in relation to your program goals and activities?
- What specific *evaluation questions* do you have about your organization's progress toward your goals?

Handout: *Selecting Evaluation Methods and Formulating Evaluation Questions*
(Elizabeth Oyer)



Pre-Conference on Evaluation

Defining Measurable Outcomes

Tom Clark, PhD, TA Consulting



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Part 1: What is an Outcome?

What is an Outcome?

What is an outcome?

- A desired change resulting from participation in a program
 - *A change in behavior, attitudes, skills, knowledge, life condition, or status*
- Usually refers to a *change in an individual participant*; but groups or organizations can have outcomes too
- An outcome can be short, intermediate or long term in nature

* www.shapingoutcomes.org

What is an Outcome?

Outcomes are NOT outputs:

- It is easy for program staff to become focused on counts and activities (**outputs**) rather than measurable changes in people (**outcomes**)
 - Counts of participants ("we trained 60 teachers" "we had 500 course completions")
 - Program activities ("we implemented five new program activities this year")

Outcomes are *changes in people*, which may result from program activities

* www.shapingoutcomes.org



What is an Outcome?

Examples of outcomes

- Students demonstrate improved understanding of Algebra concepts (a change in **knowledge & skills**)
- Remedial students complete their courses more often (**behavior** change)
- High school students stop smoking (change in **life condition**)
- School leavers return and earn a high school diploma (change in **status**)





Part 2: Defining Measurable Outcomes

Defining Measurable Outcomes

A good outcome is **measurable**

- It reflects a concrete, observable demonstration of personal change resulting from program participation

A good outcome **can be tested**

- Tools & data are available to measure whether the outcome was attained
- *Otherwise, you may be unable to determine if it was attained – and to fully demonstrate program impact*



Defining Measurable Outcomes

Outcome indicators

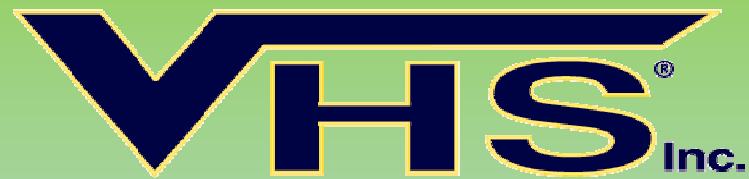
- How can we measure whether an outcome was attained?
- By developing **outcome indicators** that *measure the extent to which the desired outcomes occurred*
- **Use objective measures**; *try not to over-rely on satisfaction surveys*
- *For example: % who successfully complete course; scores on state or national tests; systematic observations*

Defining Measurable Outcomes

Outcome indicators specify:

- **Who** (group of people for whom the outcome is desired)
- **What** (their intended outcome)
- **Target** or **benchmark** (# or % of people that you expect to attain the desired outcome due to participation)
- *Example: Enrolled student [who] course pass rates will increase [what] 10% over prior year [target]*





Virtual High School
Global Consortium
www.goVHS.org

Outcomes-Based Program Evaluation

[offer more](#)

[share more](#)

[learn more](#)

VHS Mission

Students

- **To expand students' educational opportunities and 21st century skills**

Educators

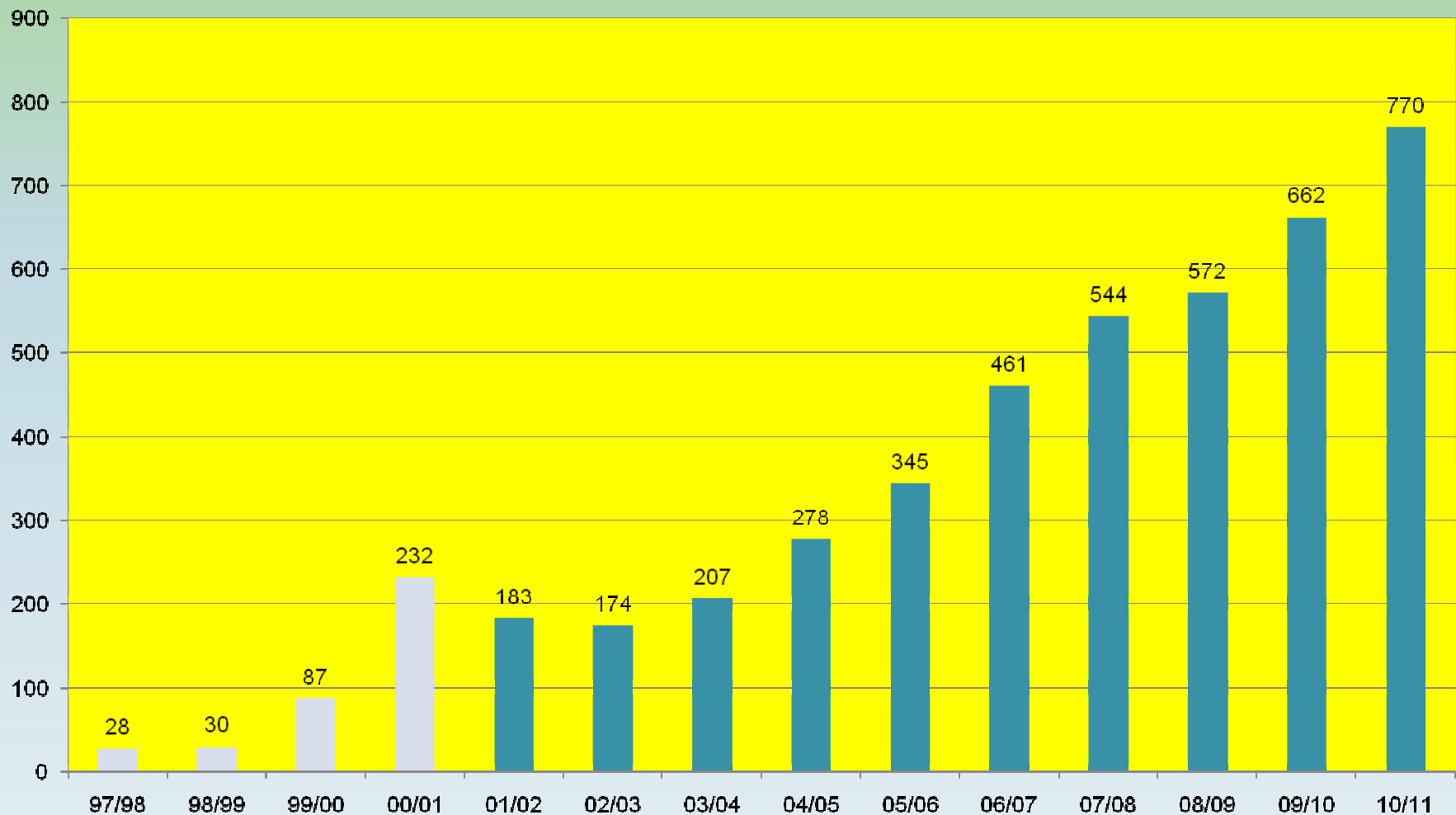
- **To expand the scope and depth of teachers' instructional skills**

Goals – the start point

- Program growth goals:
 - ▣ students,
 - ▣ courses,
 - ▣ schools
- Quality goals:
 - ▣ course quality,
 - ▣ membership services,
 - ▣ Teacher quality

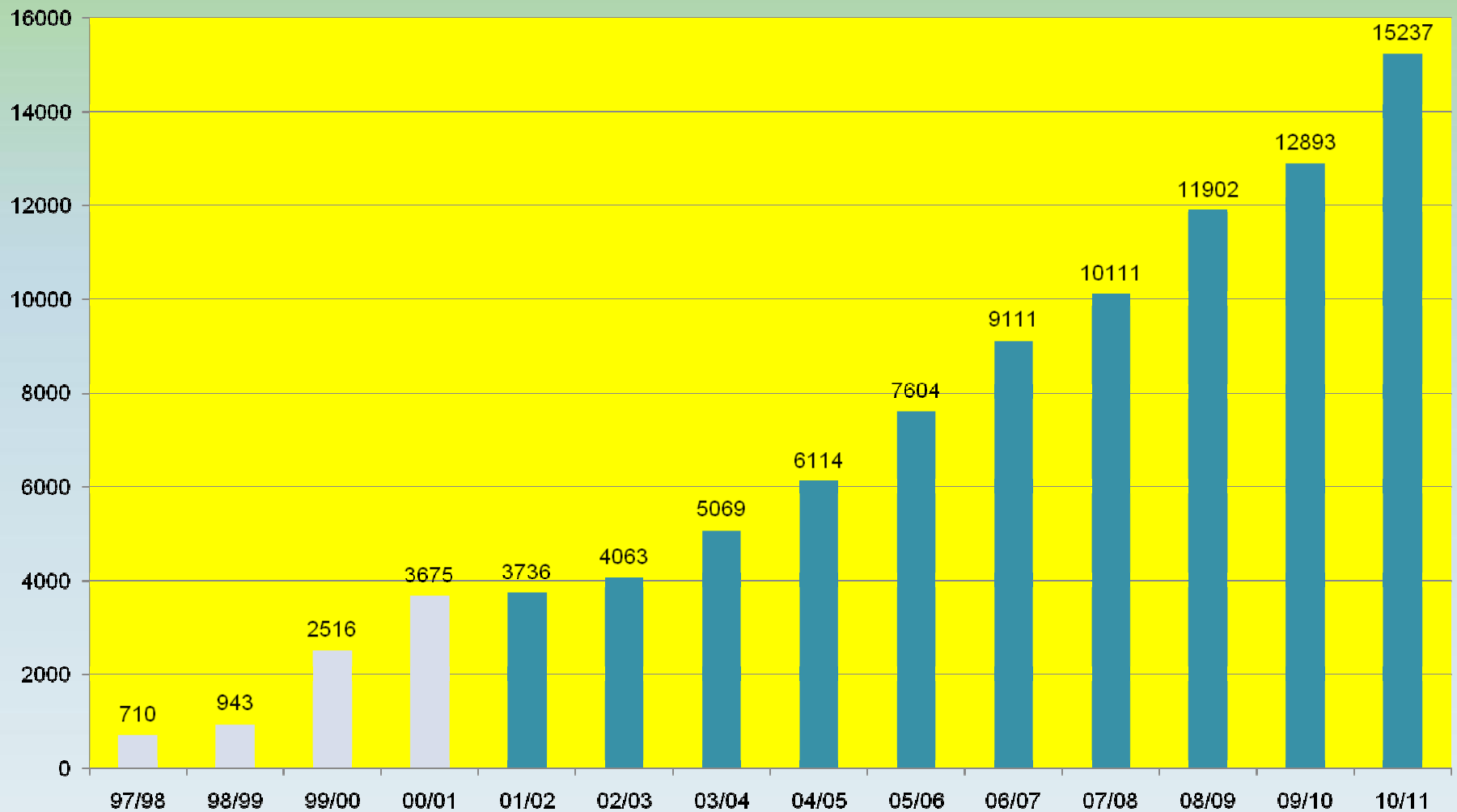
VHS Growth: Schools

of VHS Schools



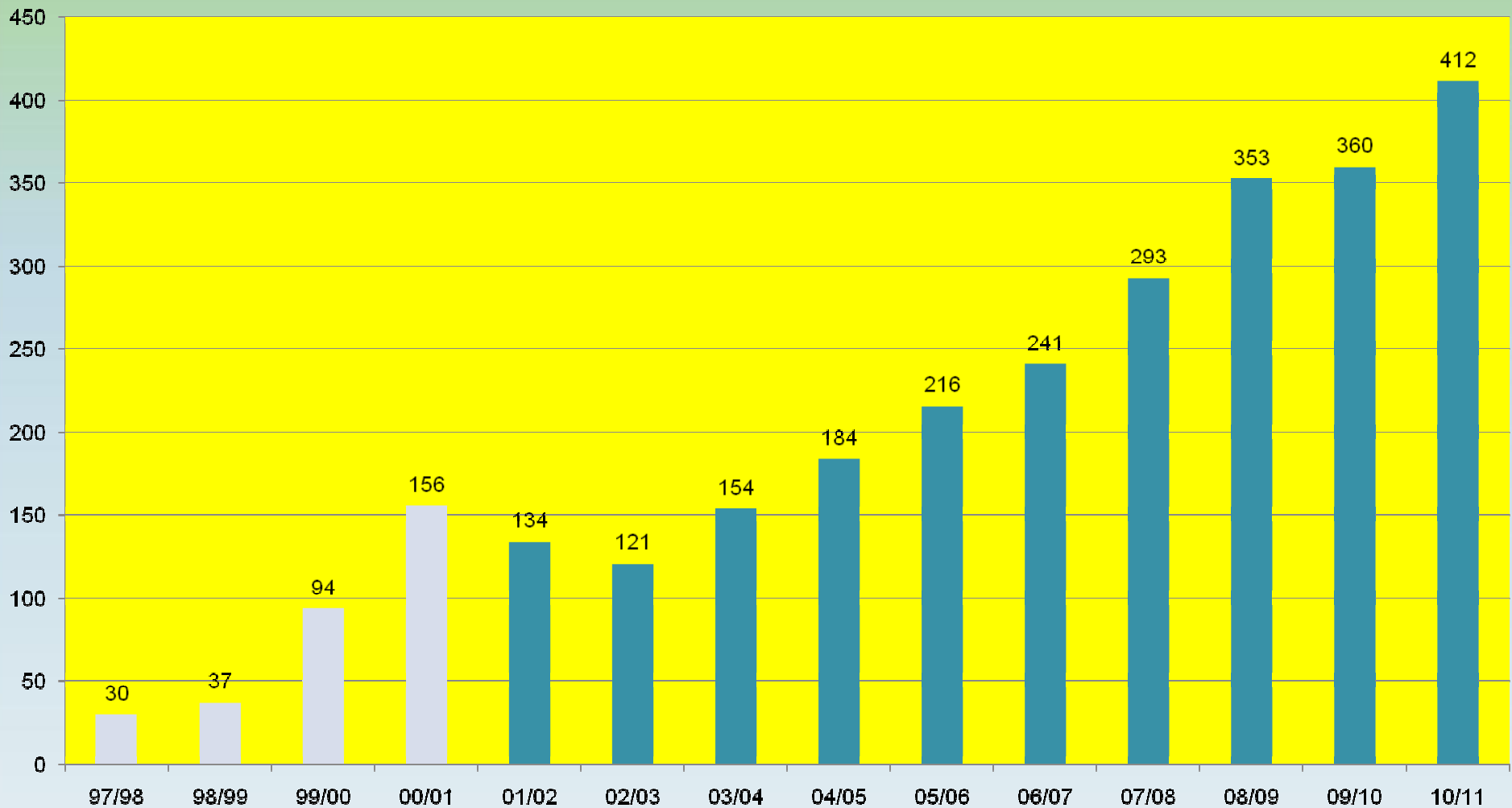
VHS Growth: Students

of VHS Students



VHS Growth: Courses

of VHS Courses



Hard Data and Survey Data: An Integrated Approach

□ Developed hard-data Quality Indicators:

▣ Course quality

- AP exam pass and take rates
- Course completion rates
- Credit recovery rates

▣ Teaching quality

- PD pass rate
- Online teaching skills mastery rate
- Online teaching skills remediation percentage

▣ Program services quality

- Membership retention rate
- Course seat utilization rate
- Member seat utilization rate

Hard Data and Survey Data: An Integrated Approach

- Developed surveys to answer essential questions from grant evaluation:
 - ▣ Superintendents
 - ▣ Principals
 - ▣ Teachers
 - ▣ Site Coordinators
 - ▣ Student end-of-course

Course Quality FY11

- AP exam pass rate: 66%¹ / 43%² (nat'l:58%¹/34%²) (63%¹/43% FY10²)
- AP exam take rate: 81% (79% FY10)
- Course completion rate: 81% (80% FY10)
- Credit recovery rate: 73%³ (81% FY10)

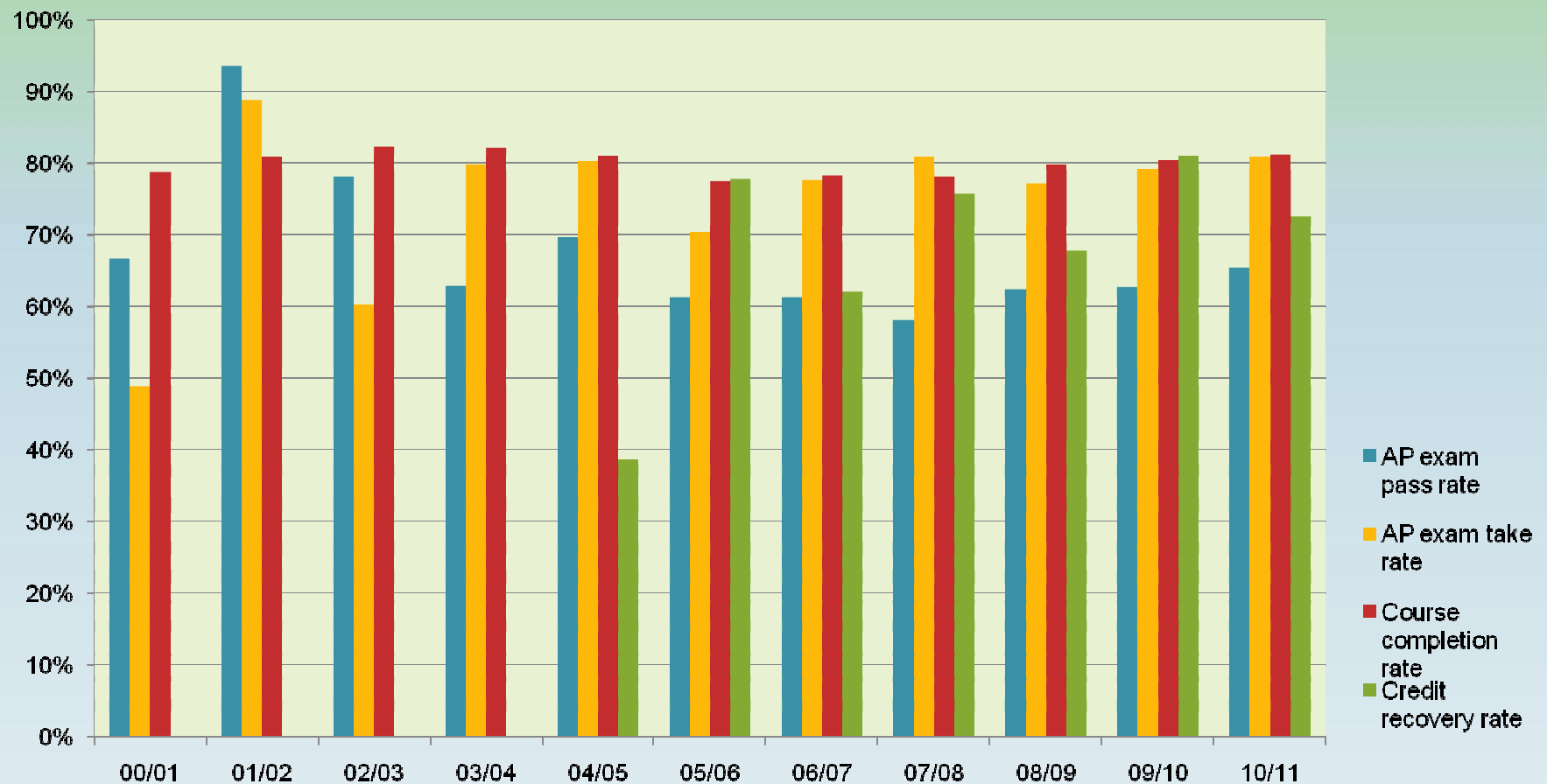
¹ Score of 3-5

² Score of 4-5

³ This is the first year in which summer school course enrollments have determined students taking courses for initial credit and credit recovery and eliminated initial credit students from credit recovery rate calculation.

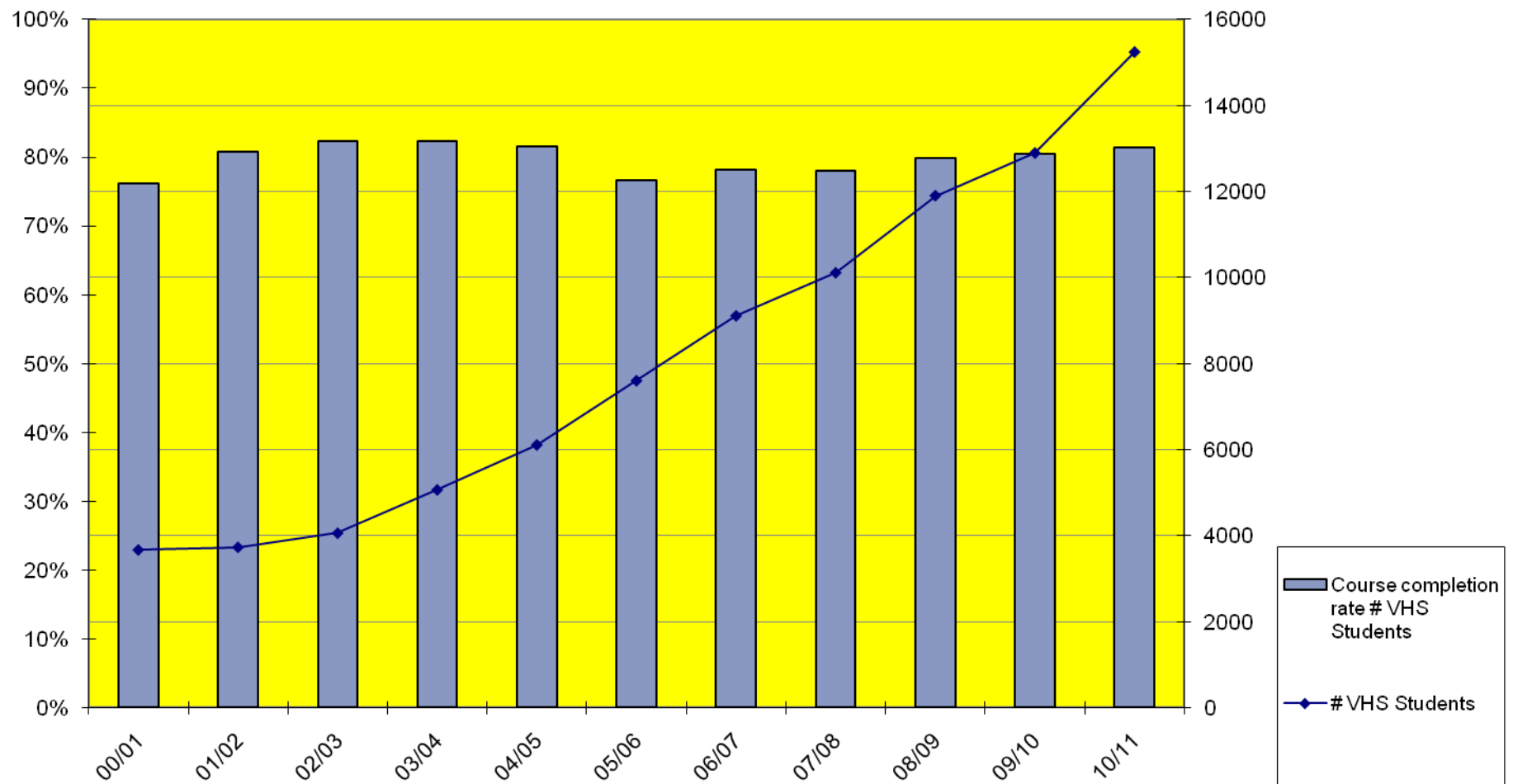
Course Quality Historical

Course Quality Benchmark Indicators



Course Quality Historical

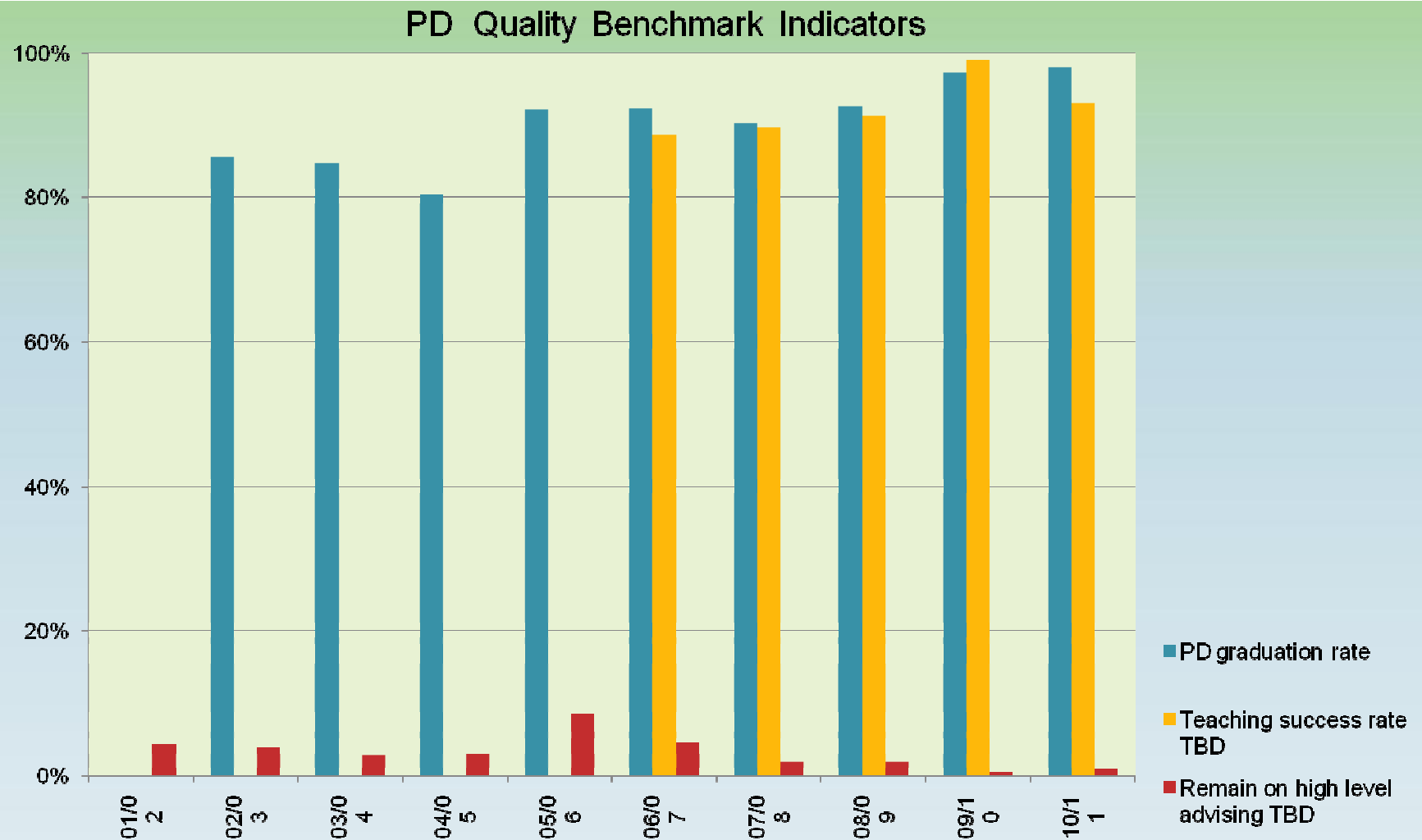
Course Completion Rate over Enrollments



Professional Development Quality FY11

- PD course graduation rate: 98% (97% FY10)
- Teaching success rate: 93% (99% FY10)
- Remain on high level advising: 1% (0.5% FY10)

PD Quality Historical

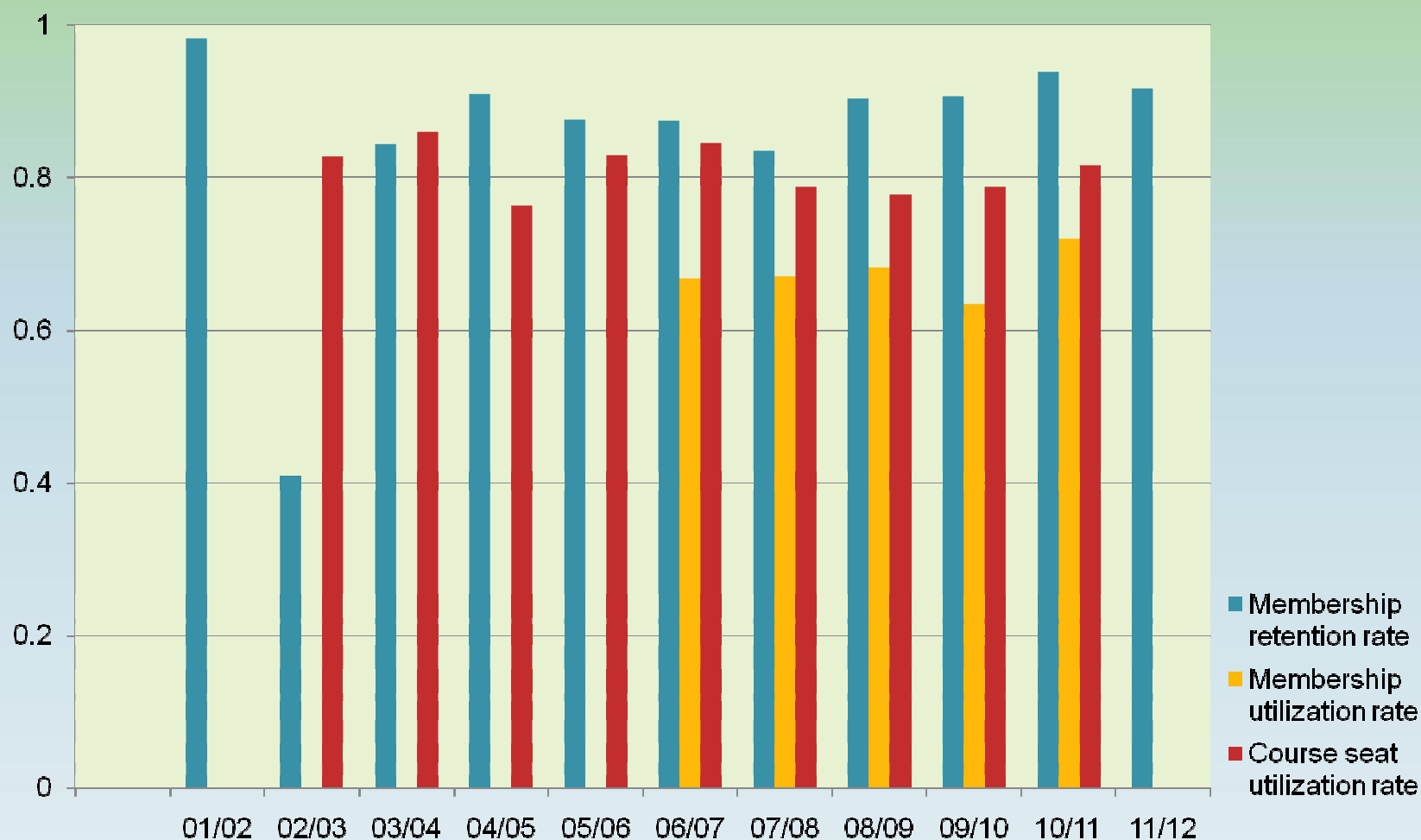


Program and Services Quality FY11

- Membership retention rate: 92% (94% FY10/11)
- Membership utilization rate: 72% (63% FY10)
- Course seat utilization rate: 82% (79% FY10)

Program Quality Historical

Program Services Quality Benchmark Indicators



Purpose of Study

- Improve the current Teacher Information System (TIS) through which VHS characterizes, tracks, and evaluates teachers and their performance.

Phase I Overview

- Step 1: Determine standards for online teaching quality
- Step 2: Identify and describe TIS data components
- Step 3: Evaluate the TIS data components

Alignment Ratings

- **Aligned** – aligns well to a given standard; little or no improvement is required.
- **Partially aligned**– aligns with some but not all aspects of a standard. May also indicate concerns about data quality or usability.
- **Absent** – the data component does not align with a standard where such alignment is expected.

Teacher Quality

Standards of Teaching Quality	Teacher Records	Teacher Evaluation	Service Tickets	Extant Course Data	Teacher/ Student Surveys	Grades/ AP Scores
1. Credentials						
2. Technology skills				ABSENT		
3. Experience as an online learner						



Thank You!

Liz Pape
President and CEO
LPape@goVHS.org
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Small Group Work Session 2

What are your desired outcomes?

- What *program outcomes* (changes in people due to your program) are the focus of your organizational goals?
- What *data* are needed to measure your progress toward achieving these outcomes?

Handouts: *Outcomes-based quality measures*
(Liz Pape)



Small Group Work Session 2

What are your outcome indicators?

- An Outcome Indicator states the specific benchmark for determining if an Outcome has been achieved.
 - **Who:** Enrolled student
 - **What:** pass rates will increase
 - **Target:** 10% over prior year
- *How would you write an outcome indicator to express a desired outcome related to your evaluation question?*



Pre-Conference on Evaluation

Finding and Working with Evaluators



Tom Clark, PhD, TA Consulting &
Elizabeth Oyer, PhD, EvalSolutions Inc

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Finding evaluators

There are a number of places
to look online

- Evaluator Search at www.eval.org
- Evaluator Directory at Western Michigan
- IES Evaluator Registry



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Finding evaluators

Qualities to look for:

- Formal education
- Experience
- Evaluation philosophy
- Communication skills
- Resources
- References



Working with evaluators

External or internal evaluation?

- Internal evaluation
 - Routine data gathering and analysis for performance reporting & decision making
 - Pays to build internal capacity
- External evaluation
 - Validate performance data, refine indicators
 - Provide info beyond performance measures
 - Address strategic goals
 - Provide third party validation of program
 - Explore context beyond program
 - Explore research hypotheses



Working with evaluators

How to work best with evaluators?

- *Involve evaluators as early as possible*
- *Think about what you want to know*
- *Ask who will use the information, and how*
- Example of valuable resources online:
When and How to Use External Evaluators (Rutnik & Campbell, 2002)
 - Click link in handout PDF

www.aecf.org/upload/publicationfiles/when%20and%20how%20external%20evaluators.pdf



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Part 2: Facilitating / Conducting Evaluation Activities

Why the SREB review?

- Outside evaluation on:
 - Content standards
 - Instructional design
 - Student assessments
 - Technology



Evaluation in K-12 Online Learning: Pre-Conference



Course Review Instrument

Content Meets Standards	Instructional Design	Student Assessment	Technology
Syllabus	Organized in Units, Lessons, Resource, Assessment	Frequent assessments to verify student's readiness for the next lesson	Easy to navigate
Scope & Sequence	Units are locked	Clearly stated goals	Maximum use of online resources
Rigor, depth and breadth	Frequency of feedback	Grading rubrics	Course meets universal design for consistency in all courses
Literacy and writing skills	Student engagement	Ensure student is aware of their grade and progress	Offers a student orientation training
Differentiation of lessons	Student-teacher interaction	Flexible assessments tailored to student's needs	Course uses the appropriate tools offered by LMS
Learning resources and materials	Variety of learning activities		
Assessments tied to lessons	Multiple learning paths		11



Evaluative Resources

SREB - Southern Regional Education Board
Standards for Quality Online Courses



Evaluative Resources

**iNACOL - International Association for
K-12 Online Learning**
National Standards for Quality Online Courses

Released October 2011



Previous Evaluations

- Grant funded external evaluation in 2007
- SACS accreditation process in 2007
- GA DOE curriculum office conducted content review in 2009
- State audit office examined program in 2010



Evaluative Processes

- Course development includes internal evaluations for content, copyright, NETS-S, and accessibility
- Student, parent, teacher, administrator, and facilitator surveys
- School-wide, department, and teacher annual goals



Next Steps

- LMS Analytics
- Strategic Plan
- SACCS 5 year accreditation review in 2012
- Integration with Statewide Longitudinal Data System
- Open Educational Resources & Professional Learning



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Small Group Work Session 3

What Questions Do You Have?

- What major unanswered questions do you have about evaluation?
 - *Discuss and make a list of questions*
 - *Gather questions from your table*
- Q & A on unanswered questions

Handouts: *How to find an evaluator*
(Elizabeth Oyer)

Small Group Work Session 3

Barriers to Implementation

- What are the barriers to implementing evaluation in your organization?
 - *Discuss with peers, then make a list of the top 3 for your organization*
 - *Collect lists for compilation*
 - *Create anonymous compilation in Overlay*
 - *Barriers will be summarized for Research SIG meeting on Nov. 12*

Handouts: *Working with evaluators* (Tom Clark)